Social Media and Education: The Synergy between Hindi Platforms and Competitive Examination

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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It is the work that is expected to be carried out under the supervision of Dr. Chhavi Kulshreshtha. Further, it is declared that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

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Further, it is certified that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

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Abstract

This study is concerned with computer-mediated communication (CMC) between individuals via social networking platforms, especially YouTube. We know, along by the journalism of print media and electronic media or news channels that social media journalism is at its peak nowadays. Social media serves not only redundant content to people but also provides guidance, classes, and motivation for students appearing in competitive exams. Social media YouTube has become very important for the success of competitive candidates. Along with paid online education, unpaid sites are abundant as well because that too is serving important material to the students. The impactful usage of Hindi public media stages, mainly YouTube is increasing day by day in the preparations of competitive examinations e.g., UPSC Exams, “State Public Service Commission exams”, “Staff Selection Commission Exams”, “Banking Service Exams” and Railway Exams etc. Hindi social media platforms are very popular among Hindi medium students and among economically poor background students as a supplementary instrument during the learning and teaching process. The objective of this education is twofold: firstly, to elucidate the part of Hindi social media in facilitating access to content and providing guidance for competitive examinations, and secondly, to evaluate the value of social media and e-learning as educational tools in competitive exam preparation. This study "Social Media and Education: The Synergy between Hindi Platforms and Competitive Examination" is also to examine students’ attitudes toward using the online Hindi social media platform YouTube. Quantitative method - a survey among competitive examinees, their teachers, and parents is to be used as a research method.

Keywords: Competitive candidates, Computer-mediated Communication, E- learning, Hindi social media, Impactful Usage, Paid Online Education, Social Media Platforms, Unpaid Sites, YouTube.

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1. Introduction

The proposed Ph.D. research titled **Social Media and Education: The Synergy between Hindi Platforms and Competitive Examination** purposes t**o** investigate the intersection of competitive examinations and Hindi social media platforms, focusing on their combined potential to enhance accessibility and provide effective guidance for impactful education in India. The study recognizes the transformative power of digital platforms, particularly Hindi social media, in shaping educational landscapes and objects to explore their role in democratizing access to educational resources and support.

Social media platforms are becoming increasingly prevalent in higher education, particularly in competitive academic environments. They are utilized alongside e-learning methods, forming integral components of modern journalism education. In this framework, digital technologies play a crucial role, in enhancing teaching processes and knowledge management. While e-learning is of immense importance, it is vital to note that it foils somewhat than changes customary learning methods. “Technology should not and will never replace education, but assist educational practice, improve teaching efficiency, and enhance student learning experiences” (Liu,Y., 2010,). Technologies are mediators that connect learners and lecturers/classes. Teachers and coaching institutes, are using social media in teaching processes, especially YouTube because students require these.
This study purposes to explore the part of social media, particularly YouTube, in aiding students' learning and answer writing for competitive exams. It assesses students' attitudes towards using YouTube as an effective tool for education and knowledge acquisition.

2. Scope and Objective

The proposed research work will endeavor to research the accessibility and utility of Hindi social media especially YouTube to find out its impact on education for competitive examinations which is the following hypothesis:

a. An attempt to find out the salient features of Hindi social media classes through YouTube.

b. The study will also try to find out there is any link between formal education and social

media e-learning.

c. The study will try to discover out the problems of social media e-learning.

d. Whether social media e-learning helps save money and time.

e. How students get connected for a long time as per their usage.

f. The study will also test uncontrolled social media e-learning is useful or harmful.

g. Whether the problems of students can be minimized by e-learning.

h. Whether this type of e-learning is sufficient for an average student.

i. Whether the classes taken by teachers on social media platforms are only to earn money.

3. Review of Literature

YouTube, a social media platform, was founded on February 14, 2005, by Steve Chen, Chad Hurley, and Javed Karim, former employees of PayPal. YouTube has evolved into a platform offering online classes, including Hindi content, which is particularly valuable for competitive exam candidates. Recent research emphasizes the role of social media, especially YouTube, as informal educational tools in higher education due to widespread use globally. India's education area has suffered important changes with the integration of digital technology. This review investigates studies on competitive exams, social media, and their overlap, focusing on how Hindi social media platforms contribute to accessible and effective educational guidance in India

1. **Competitive Examinations in India**
2. **Digital Innovation in Education**
3. **Social Media's Educational Role**
4. **Hindi Social Media Landscape**
5. **Accessibility Challenges**
6. **Guidance on Hindi Social Media**

This summary is existing research on competitive exams, digital education transformation, and social media, with a focus on Hindi platforms. There's a gap in understanding how Hindi social media aids education, particularly in competitive exams. This Ph.D. research aims to fill this gap.

4. Methodology

4.1 Data collection

This study purposes to assess and compare the efficacy of Hindi social media and e-learning as educational tools among students. It investigates students' attitudes towards using online platforms, particularly YouTube. The research methodology involves conducting a quantitative survey among students aspiring for jobs.

Data regarding Hindi social media teachers, parents, and students is to be taken from different sources, from YouTube sites, coaching institutes, online surveys, following e-learning online classes, etc. Various types of data and diagrams will be prepped to get an accurate conclusion.

4.2 Instrument

An electronic and personal one-to-one contact survey is to be lead among competitive examinees or students. The questionnaire will include multiple-choice questions to create statistical data. The questionnaire will consist of three parts. The first part refers to students; the next to teachers' YouTube platform usage, and the third to the parents of students.

4.3 Participants and Process

The online, and offline surveys, will be created using personal contact and Gmail forms and a web link. The questionnaire may be emailed too, to 100 students as a personal mail to their responses.

Delhi-NCR, India, focuses on 100 students making for competitive exams, using purposive sampling to understand YouTube's impact on their preparation. A structured survey collects quantitative data on YouTube's role and challenges. Ethical considerations ensure participant confidentiality and consent. Statistical analysis will reveal insights, though limitations like sampling bias and self-reporting biases exist. The study aims to offer valuable insights into YouTube's role in exam preparation while acknowledging inherent limitations.

However, it's vital to acknowledge certain limitations of the study. Purposive sampling,

while purposeful, may introduce bias, limiting the generalizability of the findings. Additionally, self-reporting biases and external matters such as internet access and socio-economic status can potentially influence respondents' responses and behaviors.

Through this methodological approach, the study aims to provide treasured insights into the role of YouTube in the exam preparation journey of students in Delhi-NCR, India, while acknowledging the inherent limitations and challenges that will be encountered during the research process.

5. Tentative Chapter Division (An Overview)

5.1 Introduction: This chapter sets the stage by emphasizing the importance of competitive exams in India and the growth of digital education, especially through YouTube. It outlines the study's goals, contributions, and scope, discussing theoretical perspectives on educational accessibility.

5.2 Hindi Social Media Landscape: Hindi social media platforms have seen significant growth, becoming virtual spaces for sharing culture, information, and education. Despite challenges like misinformation, they foster inclusivity, cultural identity and educational content.

5.3 Digital Transformation in Education: Digital technology has revolutionized education, offering personalized and engaging learning experiences. Despite challenges, it holds promise for improving education accessibility.

5.4 YouTube Guidance for Competitive Exams: YouTube provides valuable guidance for exams, though content quality varies. User engagement is crucial, and enhancements in content quality and interactivity are anticipated.

5.5 Fieldwork: Surveys: Purposive sampling targets students preparing for exams in Delhi-NCR. A structured survey collects data on YouTube usage, benefits, and challenges, and analyses to understand its role in exam preparation.

5.6 Challenges, Opportunities, and Recommendations: This chapter addresses technical hurdles and socio cultural factors affecting YouTube usage. It suggests policy alterations and strategies for optimizing educational impact.

5.7 Conclusion: This chapter summarizes the study's findings and limitations, acknowledging Hindi social media's contributions and suggesting areas for future research.

6. Tentative Chapter Nomenclature

1. Introduction:

1.1 Contextualization and Background
1.2 Literature Review
1.3 Research Methodology
1.4 Aims and Dimensions of the Research Objectives
1.5 Significance of the Study
1.6 Scope and Limitations
1.7 Organization of the Thesis
1.8 Concepts of Accessibility in Education
1.9 Social Media Theories
1.10 YouTube as a Learning Platform
1.11 Framework for Integrating YouTube into Competitive Exam Preparation

2. Hindi Social Media Landscape:

2.1 Introduction to Hindi Social Media
2.2 Overview and Scope
2.3 Historical Development of Hindi Social Media Platforms
2.4 User Demographics of Hindi Social Media
2.5 Behavior on Hindi Social Media
2.6 Content Trends in Hindi Social Media
2.7 Impact on Language Use and Evolution
2.8 Cultural and Societal Implications
2.9 Challenges and Opportunities in Harnessing Hindi Social Media for Competitive Examinations
2.10 Future Trends in the Hindi Social Media Landscape\

3. Digital Transformation in Education:

3.1 Introduction to Digital Transformation in Education
3.2 The Evolution of Educational Technology

3.3 Key Technologies Driving Digital Transformation in Education

3.4 Changing Approaches to Teaching and Learning

3.5 Infrastructure and Resource Considerations for Useful Digital Transformation

3.6 Policy Shaping Digital Transformation Initiatives in Education

3.7 Challenges in Implementing Digital Transformation

3.8 Impact of Digital Transformation on Educational Outcomes

3.9 Future Directions in Digital Transformation in Education

4. YouTube Guidance for Competitive Exams:

4.1 YouTube as a Resource for Competitive Exam Preparation

4.2 Competitive Examinations and Their Relevance on YouTube

4.3 YouTube Channels Focused on Competitive Exams Guidance

4.4 Analysis of YouTube Content: Quality and Effectiveness

4.5 User Engagement and Interaction for Competitive Exam Guidance

4.6 Impact on Exam Performance and Outcomes

4.7 Limitations of Using YouTube for Competitive Exam Preparation

4.8 Strategies for Maximizing the Effectiveness of YouTube Guidance

4.9 Future Trends in YouTube-Based Competitive Exam Guidance

5. Fieldwork: Survey:

5.1 Purpose

5.2 Sampling Technique

5.3 Sample Size

5.4 Selection Criteria

5.5 Recruitment

5.6 Questionnaire Design

5.7 Content

5.8 Validity and Reliability Administration

5.9 Data Collection Period

5.10 Ethical Considerations

5.11 Quantitative Analysis

5.12 Interpretation

5.13 Self-Reporting Bias

5.14 External Factors

6. Challenges, Opportunities, and Recommendations:

6.1 Technological Challenges

6.2 Socio-cultural Factors

6.3 Economic Considerations

6.4 Policy Recommendations

6.5 Educational Institutions

6.6 YouTube Platform Recommendations

6.7 Future Directions for Research

7. Conclusion

7.1 Limitations of the Study

7.2 Contributions to Knowledge

7.3 Suggestions for Future Research

7.4 Summary of Findings

8. Research Gap

The Ph.D. thesis titled " **Social Media and Education: The Synergy between Hindi Platforms and Competitive Examination** " sits at the intersection of competitive exams and the influence of Hindi social media on educational accessibility and help. But, critical research gaps have been identified due to insufficient data, analysis, and findings in existing literature:

1. **Lack of Hindi Social Media Engagement Data:** Current research lacks comprehensive data on how aspirants use Hindi social media for exam prep, hindering understanding of user interactions.
2. **Incomplete User Behaviour Analysis:** Detailed examination of content consumption, interaction patterns, and factors influencing engagement is needed for a thorough understanding of Hindi social media's educational impact.
3. **Limited Guidance Content Effectiveness Study:** More exploration is required on which guidance methods are most effective, mentor credibility, and alignment with aspirants' needs.

4. **Scarcity of Longitudinal Studies:** Long-term tracking of aspirants' engagement is required to understand changes in learning behaviors and guidance needs over time.
5. **Socio-Economic Factors' Impact:** Considerate how socio-economic factors affect access and impact of Hindi social media for aspirants is lacking.
6. **Limited Platform Comparative Analyses:** Relative analyses across different Hindi social media platforms are scarce, hindering understanding of platform strengths and weaknesses.
7. **Absence of Cross-disciplinary Perspectives:** The lack of cross-disciplinary insights from fields like communication and psychology limits a holistic understanding of the topic.

Addressing these gaps is crucial for advancing knowledge on competitive exams and Hindi social media, guiding policy and practical strategies for impactful education.

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Research Supervisor

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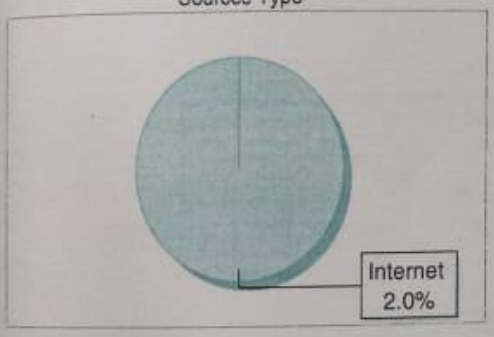

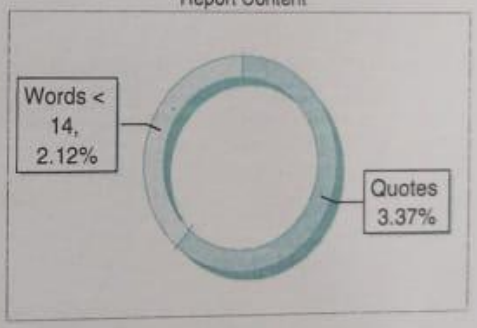

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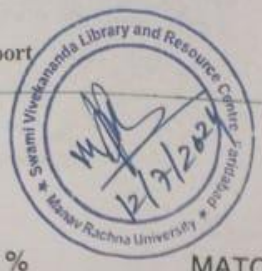

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